

EDUCATION WEEK

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President Supports Efforts To Educate Students on AIDS

Insists That Courses Stress Chastity, Family Values

By Debra Viadero

WASHINGTON—President Reagan has decided to lend his support to AIDS-education efforts in the schools—provided they stress teaching children to avoid sex before marriage, according to an internal White House memorandum made public last week.

The memorandum, which details the President's position on an "aggressive federal effort" to educate the public about the disease, was presented on Feb. 11 to the Domestic Policy Council, an interagency body that helps coordinate federal policies. It was released to the press last week by sources in the Congress.

Signed by Attorney General Edwin Meese 3rd, the memorandum urges that any educational campaign emphasize "responsible sexual behavior—based on fidelity, commitment, and maturity, placing sexuality within the context of marriage."

The statements were seen by many here as the first indication that Mr. Reagan had taken a personal hand in plotting a federal strategy to combat the AIDS epidemic.

For months, his public silence on the issue has attracted criticism. And last week, members of the National Academy of Sciences panel that issued a far-reaching report on AIDS in October said the President's new involvement may be, as one put it, "too

Continued on Page 22

Also in the news

5 Educators See More Interest In International Curriculum

The school-reform movement and a growing concern over foreign economic competition seem to be raising interest in International Baccalaureate programs.

7 Sen. Chaffee Plans Bill To Study Threat of Radon Gas in Schools

The radioactive gas is more likely to be found in homes, experts say, and should pose less of a problem than asbestos because it is easier to control.

15 Administration Defends Plans To Cut School-Lunch Program

Supporters of the program call proposed cuts a "breach of faith" and predict the reductions would force 10,000 to 15,000 schools to stop serving meals.



Govs. Michael N. Castle of Delaware (left) and Bill Clinton of Arkansas chat during the National Governors' Association's meeting in Washington last week.

Governors Anticipate Major Role For Education in Work Initiative

By Lynn Olson

WASHINGTON—The National Governors' Association sent out strong signals last week that its new initiative on jobs and economic development would include a continued emphasis on education.

Education "is still at the center of so much of what we need to do in the country," said Gov. Bill Clinton of Arkansas, the current N.G.A. chairman, at the association's winter meeting here.

"I'm going home to face the issue of paying for reforms" previously enacted, he said.

Last year, seven N.G.A. task forces examined school-reform issues under the leadership of former Gov. Lamar Alexander of Tennessee, then chairman of the association. Their work culminated in August, with the release of the 173-page study, *Time for Results: The Governors' 1991 Report on Education*.

This year, Governor Clinton has established similar task forces on the topic of "Making America Work." One task force is

examining jobs, growth, and competitiveness; five others are focusing on barriers to work. The latter include panels on school dropouts, teen-age pregnancy, alcohol- and drug-abuse, adult illiteracy, and welfare prevention.

Governor Clinton said that, while his initiative is not a follow-up to the 1991 Report, "it is a definite outgrowth of our commitment to education."

The task forces, he said, will be focusing primarily on prevention strategies, in which schools play a major role.

He predicted that the panels' final report, to be released at the N.G.A.'s summer meeting, would call on schools to expand their work with "at risk" children in the early grades, increase foreign-language and global-studies offerings, and create alternative programs for high-school dropouts.

Alicia Smith, staff director for the N.G.A.'s committee on human resources, said that each of the panels probably would have some recommendations pertinent to school-

Continued on Page 23

'Backlash' Seen in Views on Child Abuse

By Debra Viadero

When the young Sigmund Freud published a paper in 1896 tracing the emotional disturbance of a female patient to early sexual abuse, the reaction in the Vienna medical community was so adverse that he was forced to retract it.

Today, almost a century later, the movement to recognize, treat, and prevent child sexual abuse may be entering a similar, if more informed, period of skepticism, some specialists say.

Despite a decade of widespread discussion of the problem—and a growing body of

scientific evidence indicating its dimensions—experts say that a countermovement has begun.

"What is happening here is a backlash," said Dr. David L. Corwin, a child psychiatrist in Orinda, Calif. "It's reminiscent of that earlier suppression and re-suppression that started with Freud."

In schools, the "backlash" can be seen, educators say, in intensifying efforts to protect teachers from unwarranted abuse charges.

In Missouri, for example, legislators are pushing a bill that would give superinten-

Continued on Page 27

Efforts To Reform Welfare Program Gain Momentum

Plans Stress Job Training And Remedial Education

By William Montague

WASHINGTON—The drive to reform the welfare system picked up steam last week as several groups, including the White House and the nation's governors, unveiled proposals aimed at moving welfare recipients off the public rolls and into the workplace.

In a surprise move, President Reagan quickly endorsed at least part of the governors' plan, even as his staff prepared to send their own proposal to Capitol Hill.

Leaders in the House and Senate, in turn, said they were close to agreement on a reform plan that would increase federal funding for education and job-training and placement efforts for welfare clients.

"The momentum is building," declared Representative Harold Ford, Democrat of Tennessee. Mr. Ford, chairman of a key House welfare subcommittee, and his Senate counterpart, Daniel P. Moynihan of New York, are preparing legislation that would make major changes in Aid to Families with Dependent Children, the largest of the federal benefit programs for the poor.

Conservatives, too, entered the policy debate, as a task force of scholars sponsored by the American Enterprise Institute released a report calling for tougher work requirements for those on welfare and an increased emphasis on private solutions to the problems of poverty.

While all the current proposals agree on

Continued on Page 25

Lotteries' Promises Clouded by Problems In Number of States

By William Snider

States lotteries, long welcomed by educators as a potential source of extra funding for public schools, are raising increasingly difficult issues as they become much-needed revenue producers in a growing number of states.

Voters in five states—Florida, Idaho, Kansas, Montana, and South Dakota—approved measures last November authorizing lotteries. Those states, added to the 22 already operating lotteries, bring the proportion of states sponsoring such games to more than half for the first time in this century.

This year, similar referendums are likely in at least three states—Indiana, Virginia, and Wisconsin.

But while lawmakers frequently vow to earmark lottery proceeds for education, numerous studies have shown that the contests have not produced a windfall for the schools. (See *Education Week*, Sept. 18, 1985.)

Continued on Page 22

IN SUMMARY

A Call To Overhaul

North Carolina's efforts to attract new teachers "will be doomed to failure" unless the state's schools undergo a thorough reorganization, a panel of business and education leaders argues. **Story on Page 6.**

Drugs in Schools: Good News, Bad News

Illicit drug use by high-school seniors has again begun to decline, an annual survey finds, but increased smoking of cocaine is called a "sobering counterweight" to the progress. **Story on Page 9.**

A Matter of Relativity

College tuition has increased sharply in recent years, but a higher-education group's report says that other consumer expenses, such as housing and medical care, have risen more rapidly. **Story on Page 10.**

Sharing the Wealth

About 80 percent of the revenue "windfall" collected by the states as a result of last year's federal tax-revision law will go back to taxpayers, not to new programs, a study finds. **Story on Page 13.**

School-Finance Reform

A legislative commission has called for an overhaul of the Michigan school-finance system because it has failed to eliminate inequities in the distribution of state aid. **Story on Page 13.**

A Question of Quotas

The U.S. Supreme Court has ruled that federal judges may order school boards and other public agencies to follow racial quotas in making promotions. **Story on Page 15.**

Appointments	30	Letters	29
Commentary	28 & 36	Marketplace	31
Curriculum	4	New in Print	29
Deadlines	30	State Capitols	13
Events	30	Washington	15

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THE WEEK

FEDERAL

Two Civil-Rights Bills Are Given High Priority

Enacting two major pieces of civil-rights legislation will be among the top priorities of the 100th Congress, according to a bipartisan coalition of key lawmakers and more than 200 civil-rights organizations.

One proposed bill, the "civil-rights restoration act," would extend the anti-discrimination provisions of the

four major federal civil-rights statutes to entire institutions, rather than limit them to the specific programs that receive federal funding.

The need for such a bill became apparent in 1984, civil-rights leaders said at a Feb. 20 news conference in Washington, after the U.S. Supreme Court ruled in *Grove City College v. Bell* that the language of the current laws limits their coverage to individual programs.

A similar bill has stalled in the Congress for the past two years because of disagreements over amendments attached to it—in particular, one that would overturn a provision

requiring institutions to treat abortions as medical disabilities.

The second bill proposed by the coalition would give the Department of Housing and Urban Development greater powers to enforce housing-discrimination statutes by allowing the agency to file complaints before independent adjudicators with the power to impose sanctions on violators.

Currently, HUD may only attempt to mediate discrimination conflicts, and potential renters or buyers are responsible for taking their complaints to federal court if the mediation process fails.

NATIONAL

Half of All Children Moved in 5-Year Period

About half of all children between the ages of 5 and 14 changed residences during the five years preceding the 1980 census, and about 10 percent of them moved across state lines, according to a report by the U.S. Education Department's Center for Education Statistics.

The high mobility rate—found in each of the past three decennial censuses—has resulted in, among other things, pressures for school closings in older neighborhoods and demands for additional schools and teachers in the new ones, notes the report, the 1986 edition of "The Condition of Education."

The annual report, which is mandated by the Congress, contains data on a wide range of educational topics and is compiled from the department's own studies and from other sources. Topics include public-school enrollments, supply and demand for teachers, assessments of student achievement, and financial-aid awards for college students.

Unlike previous editions, the 1986 report includes a set of 45 education indicators. They provide, in a concise form, statistical information on student outcomes, including the relationship of results to the pertinent

characteristics of schools and the context in which they function, said the center's director, Emerson J. Elliott.

The report is available for \$13 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

N.A.A.C.P. Suit Asks Return of Fee Awards

The National Association for the Advancement of Colored People has filed suit against four lawyers formerly employed by the organization in an attempt to recover legal fees awarded by courts in several school-desegregation and employment-discrimination cases.

The Congress enacted legislation in 1976 that allows federal judges to order the losing parties in civil-rights cases to pay the legal expenses of the winners. The four lawyers retained slightly more than \$2 million in court awards that rightfully belong to the N.A.A.C.P., the suit charges.

"We are taking this action with the greatest reluctance," said William H. Gibson, chairman of the N.A.A.C.P.'s governing board. "But given the fact that our efforts to reach an agreement with our former colleagues, which have extended over two years, have proven unfruitful, we have been left with no alternative."

The suit names two former general counsels for the association, Thomas I. Atkins and Nathaniel R. Jones, and two former staff lawyers, Teresa R. Demchak and William H. Wells. Mr.

Jones is currently a judge on the U.S. Court of Appeals for the Sixth Circuit.

Attempts to reach the four lawyers last week for comment were unsuccessful. Mr. Jones and Mr. Atkins have in the past publicly denied that they acted improperly in retaining the fees.

Task Force Proposes National Tuition Plan

A nationwide program to enable parents to prepay their children's college tuition would help families meet the rising cost of higher education, a task force appointed by the National Association of Independent Colleges and Universities has concluded.

Noting that several states are considering such a plan and that the Michigan legislature has enacted one that covers its state universities, the task force reported that only a national program would allow families to choose from among a wide range of institutions, including independent colleges.

Such a program should supplement, not supplant, existing student-aid programs, the panel concluded, and should be structured to receive tax incentives or matching grants from the federal and state governments.

The group's report, issued at NAICU's annual conference last month, will be included in a larger study, expected to be completed by the fall, of ways to help middle-income families pay for college.

STATES

Dropout Rate in Texas Estimated at One-Third

One out of three Texas students who entered the 9th grade in 1982 had dropped out by the end of the 1985-86 school year, a study commissioned by the legislature has found.

Approximately 86,000 students, or 33 percent of the class studied, quit high school during the four-year period, according to the report, which was authorized in 1984 as part of the state's far-ranging school-reform law.

The researchers noted that dropout rates varied dramatically among racial and ethnic groups. The proportions were: American Indians and Alaskan Natives, 51 percent; Hispanics, 45 percent; blacks, 36 percent; Asians, 34 percent; and whites, 27 percent.

The study by the Intercultural Development Research Association of San Antonio also found that:

• Thirty percent of those who dropped out between 1982 and 1986 had completed fewer than nine years of schooling.

• Nearly half of the Hispanic dropouts had completed fewer than nine years of schooling, compared with 18 percent of white and black dropouts.

• Two out of five black dropouts

ages 16 to 19 were unemployed, compared with one out of four Hispanic and one out of five white dropouts in that age group.

Court Denies Injunction In Va. Spanking Dispute

The Virginia Supreme Court has turned down the state's request for a temporary injunction blocking a Mennonite home for the mentally retarded from administering spankings to discipline its residents.

Although Virginia law prohibits the use of corporal punishment in schools and other state-licensed institutions, a county judge ruled this year that the Faith Mission Home could operate free of state licensing requirements. The decision cited a

North Carolina Business Leaders, Educators Urge School Overhaul

By Lynn Olson

The basic structure of North Carolina's schools must be "overhauled" to ensure their "smooth and orderly operations" and attract high-quality personnel, according to a joint study by state business leaders and educators.

In a report released late last month, the Public School Forum of North Carolina cited as key "trouble spots" for teachers and administrators the system's overlapping job responsibilities, untenable time demands, rigid bureaucratic structure, and limited resources.

Unless such problems are addressed quickly, the report notes, "efforts to recruit new teachers into North Carolina's classrooms will be doomed to failure" and "experienced teachers will continue to leave the profession in droves."

Using research methods common to the business community, the report summarizes three separate studies in which teams of business

representatives and educators documented schools' working conditions, management and time problems, and technology needs.

"Our feeling was that, with all of the restructuring going on in the private sector, it would be interesting to have business people come in and look at schools from their own vantage point," said John N. Dornan, president of the forum, a partnership of business, education, and political leaders dedicated to school reform.

Six area businesses—Carolina Power & Light Company, International Business Machines Corporation, Champion Paper Company, Burlington Industries, Duke Power Company, and North Carolina Power Company—helped design the research and donated approximately \$70,000 in in-kind support.

The resulting study, "The Condition of Being an Educator: An Analysis of North Carolina's Public Schools," was released during a statewide conference on Feb. 20. It is based on data gathered during Octo-

ber and November of this school year.

'Welcomed Trend'

One of the report's major findings, according to Mr. Dornan, is the need for "more latitude and flexibility" at the school site.

On the basis of interviews with principals, teachers, and secretaries, business managers concluded that school personnel are frustrated by "top down" mandates that discourage innovation and autonomy.

"The trend in business is to push decisionmaking down to the lowest level possible," said William E. Graham, vice chairman of Carolina Power & Light. "It is suggested that this would be a welcomed trend in education also."

Unlike a plant manager, who influences hiring and spending, school principals do not control their own budgets, the study found, and teachers have a minimal say in school policies.

Detailed regulations from above make it easy for school personnel to "pass the buck" on any given issue, the report contends.

"This lack of accountability," it adds, "is at the root of the decline in public confidence in our schools."

The study asserts that the problem is exacerbated by asking principals to supervise "far too many people." While managers in industry may be called on to closely monitor, supervise, and support 10 to 15 workers, it states, the school principal is asked to evaluate dozens of staff members, ranging from teachers to school-bus drivers. As a result, the study concludes, evaluations are shallow and inflexible.

Salaries, it notes, "do not differentiate or reward exceptionally talented or hard-working staff members—a common motivational incentive in business."

'Work Overload'

The study also found that overlapping job responsibilities and excessive demands are resulting in "work overload" for school staffs.

Based on detailed time logs kept by

more than 400 teachers, principals, and school secretaries over a one-month period, the study found that:

- Teachers spend only half of their 50-hour work week directly instructing or counseling students. The rest of their time is devoted to such chores as record-keeping, monitoring the lunchroom, and attending staff meetings.

- Principals spend less than one-third of their time planning instructional goals and observing and evaluating teachers. The bulk of their 53-hour work week is spent on administrative duties, out-of-school meetings, student-discipline problems, and meetings with parents and community members.

- School secretaries devote only 32 percent of their time—or 13 hours per week—to such support services as typing, filing, and duplicating materials. They also convey phone messages about absent students, keep attendance records, manage the distribution of supplies, and maintain school payrolls and book-keeping records.

Phillip Ennis, a business manager with Carolina Power & Light, concluded, "given the number of positions that are involved, a few percent of hours utilized more effectively for each position would equate to millions of dollars of savings for the state."

Inadequate Resources

In addition, businessmen reported deteriorating school buildings, including leaky roofs, cracked plaster walls, and general disrepair.

Although teachers are expected to communicate regularly with parents, the study found, they do not have ready access to telephones. Private offices and conference rooms for conducting parent meetings are also unavailable.

The study reports that teachers often spend their own funds to supplement insufficient classroom materials, while principals rely on local parent-teacher associations to raise money for such basic items as copiers and science equipment.

Randy Schillenberg, a business

manager with the North Carolina Power Company, noted that "supplies are rationed much like gasoline was during World War II."

In addition, the study found that modern information systems for managing and reporting data are inadequate or nonexistent.

Most schools, it states, do not have modern word-processing, printing, or automated mailing systems. In cases where schools have joined the "computer age," there is insufficient clerical help and training for staff members to use the new equipment effectively.

Follow-Up

Drawing on its research, the forum plans to make specific policy recommendations to the legislature this spring. Mr. Dornan said those proposals would probably focus on increasing flexibility at the school site and investing more money in support personnel and technological resources for the schools.

Because the state's share of public-school funding in North Carolina is about 65 percent, Mr. Dornan said, the state has tended to rely on "very top-down, lockstep" management.

He also noted that the state is "in the middle of phasing in a \$700-million basic-education plan that will create over 16,000 new professional positions by 1992."

"From a resource point of view," he argued, "the school infrastructure can barely keep up with what's there now."

"We could very well find that at the end of a \$700-million investment, we still have teachers doing hall duty, and they won't have lunch, and there won't be enough secretaries," he said.

The forum plans to conduct similar studies of school administration at the county level and within the state department of education to identify "policy-related impediments to school flexibility and the control of resources," he noted.

For copies of the report, write the Public School Forum of North Carolina, 117 Glenwood Avenue, Raleigh, N.C. 27603, or call (919) 832-1584.

SOURCE: SCHOOL FORUM OF NORTH CAROLINA

FUNCTION AND AVERAGE HOURS PER WEEK

Time Demands: Principals

Student Support 13.70
Inservice/Professional Development 4.31
Ancillary Administrative Responsibilities 12.98
Administrative Planning & Managing 4.36
Staff Development/Support/Supervision 9.46
Work Delays 1.97
Personal Time .75
Instructional & Innovative Planning 5.49

TOTAL WORK WEEK: 53.03 HOURS

Time Demands: Teachers

Student Support 1.44
Instructional Planning/Report Cards 7.93
Administrative Planning/Meetings 1.57
Inservice/Professional Development 2.51
Noninstitutional Duties 7.54
Extra Projects 2.07
Personal Time .85
Work Interruptions 1.63
Direct Instruction 23.93

TOTAL WORK WEEK: 49.66 HOURS

Time Demands: Office Personnel

Administrative Support 3.44
Student Support 5.63
Telephone/Community Relations 6.54
Accounts/Payroll 6.62
Typing/Filing/Duplicating 13.37
Other Assigned Duties 2.81
Work Interruptions 2.05
Personal Time 1.10

TOTAL WORK WEEK: 41.56 HOURS

Panel To Study Role of Humanities in Schools

WASHINGTON—The National Endowment for the Humanities has appointed a task force to study the role of the humanities in elementary and secondary schools, the endowment's chairman, Lynne V. Cheney, announced last week.

The 27-member panel, which includes teachers, scholars, and administrators, will provide "advice and guidance" to the endowment, which is required by the Congress to prepare a study this year on teaching the humanities in America's public schools.

Focusing on history and literature, the group will study curricula and teacher-training programs and will survey college students to determine how well precollegiate schools have trained them in the humanities, Ms. Cheney said.

She added that she would also solicit advice from groups representing foreign-language teachers and other subject areas in the humanities.

Noting that September will mark the bicentennial of the U.S. Constitution, Ms. Cheney said that the fall

would be "a nice time to be assessing how well we're doing in passing on the heritage of our country to the next generation."

The members of the advisory group are:

William B. Allen, professor of government, Harvey Mudd College, Claremont, Calif.; Janice Baker, high-school English teacher, Baltimore School of the Arts, Baltimore; Daniel Boorstin, Librarian of Congress, Washington; Glenn Brooks, dean, Colorado College, Colorado Springs, Colo.; Jo Bruno, elementary-school principal, P.S. 189, Brooklyn, N.Y.; Ronald Caisgaard, president, Trinity University, San Antonio.

Nancy Coombs, teacher, Leal Elementary School, Urbana, Ill.; Stephen Donadio, professor of American literature, Middlebury College, Middlebury, Vt.; John Drisko, high-school history teacher, Palmouth High School, Palmouth, Me.; E.D. Hirsch, Kenan professor of English, University of Virginia, Charlottesville, Va.; Leon Kass, Henry R. Lucas professor of the liberal arts of human biology, University of Chicago, Chicago.

Helen Loeck, assistant professor of English, Boise State University, Boise, Idaho; Reginald MacDonald, superintendent of schools, South Portland Public Schools, South Portland, Me.; Maynard

Mack, professor of English, emeritus, Yale University, New Haven, Conn.; Constance Matthews, English department head, Amherst-Pelham Regional High School, Amherst, Mass.; Robert M. Middlekauff, director, Huntington Library, San Marino, Calif.; Linda Miller, high-school English teacher, Kellam Memorial High School, Mount Kisco, N.Y.

James Morris, program director, Andrew W. Mellon Foundation, New York City; Karen Munro, member, President's Committee on the Arts and Humanities, and coordinator, national faculty, Northwest region, The Evergreen State College, Olympia, Wash.; Richard Peters, high-school history teacher, Mount Vernon Community High School, Mount Vernon, Iowa; Diane Ravitch, adjunct professor of history and education, Teachers College, Columbia University, New York City; Ronald Sharp, professor of English, Kenyon College, Gambier, Ohio; Helen Vendler, Kenan professor of English, Harvard University, Cambridge, Mass.

Bernard A. Weissberger, freelance historian, Elizaville, N.Y.; Virginia Whitley, teacher, Oglethorpe Elementary School, Atlanta; and Gordon Wood, professor of history, Brown University, Providence, R.I.

—R.R.

High-School Students and Drug Use

Percentage of high-school seniors nationwide responding to a confidential questionnaire who said they had used drug within 30 days.

	'75	'76	'77	'78	'79	'80	'81	'82	'83	'84	'85	'86
Marijuana, hashish	27.1	32.2	35.4	37.1	36.5	33.7	31.6	28.5	27.0	25.2	25.7	23.4
Cocaine	1.9	2.0	2.9	3.9	5.7	5.2	5.8	5.0	4.9	5.8	6.7	6.2
Alcohol	68.2	68.3	71.2	72.1	71.8	72.0	70.7	69.7	69.4	67.2	65.9	65.3
Stimulants*	8.5	7.7	8.6	8.7	9.9	12.1	15.8	13.7	12.4	NA	NA	NA
Sedatives*	5.4	4.5	5.1	4.2	4.4	4.8	4.6	3.4	3.0	2.3	2.4	2.2
Cigarettes	36.7	38.8	38.4	36.7	34.4	30.5	29.4	30.0	30.3	29.3	30.1	29.6

* Only drug use which is not under a doctor's orders is included here.
SOURCE: University of Michigan Institute for Social Research.

Study Finds Rise in Cocaine Smoking

By William Snider

After leveling off in 1985, the rate of illicit drug use among high-school seniors "resumed its gradual decline" in 1986, according to the University of Michigan's 12th annual student survey on the subject.

But, in their data on cocaine use, the researchers conducting the study discovered a "sobering counterweight" to the otherwise "encouraging" news of progress in the battle against drug use by teen-agers.

While the seniors' use of cocaine remains near the level of 1980—12.7 percent of the respondents in the latest poll said they had used it in the previous year—the proportion that reported smoking it has more than doubled in the same period. Six percent of the 15,200 seniors surveyed in 1986 reported that they had smoked cocaine at least once in the preceding year.

The growth in the availability of a smokable and highly addictive form of cocaine, called "crack," also appears to have contributed to an increase in the number of students who reported daily use of cocaine and in the number who reported difficulty in discontinuing such use, the researchers said.

"Crack has become available rather widely across the country, but the rapid and dramatic spread of

public information about its dangers has helped to stem what might have been a much larger epidemic," said Lloyd D. Johnston, one of three social scientists at the university's Institute for Social Research who directed the study.

The proportion of seniors who said they had used cocaine in the past year and were unable to stop using it at some point has doubled since 1983, reaching 0.8 percent in 1986, the survey found. That rate, extrapolated nationwide, would equate to roughly 25,000 seniors, the researchers said.

"Certainly one reason for the increased rate of subjectively reported dependence is the increase in the proportion of students smoking cocaine," Mr. Johnston said.

Use of Inhalants Rises

The survey, which is conducted each spring for the National Institute on Drug Abuse, has documented a gradual decline in the proportion of seniors using illicit drugs, from 39 percent in 1979 to 27 percent in 1986.

The category of inhalants, which includes amyl and butyl nitrites, is the only one in which a significant increase in use has been reported during that period. The proportion of respondents who said they had used inhalants increased from a low

of 4.1 percent for the class of 1981 to 6.1 percent for the class of 1986.

Responses from seniors at nearly 130 public and private high schools have indicated significant declines since 1979 in the proportion of students using marijuana, hashish, amphetamines, barbiturates, and methaqualone.

The proportion of seniors who said they had used hallucinogens, tranquilizers, heroin, or other opiates has remained relatively stable since declining earlier in the decade.

Alcohol, Cigarette Use

The Michigan survey also tracks students' use of alcohol and tobacco.

The proportion of seniors who reported using alcohol in the preceding 30 days dropped slightly last year, to 65 percent, continuing the gradual decline from the roughly 70 percent level that prevailed before 1983.

The reported use of cigarettes has remained relatively stable since 1980 at about 30 percent, the survey found.

"We seem to be making very little progress in reducing the onset of this deadly addiction among our children," said Mr. Johnston, adding that cigarette smoking "probably will cut short the lives of more of them than will all of the other drugs combined."

Program's Appeal Linked to Push for Reforms

Continued from Page 5

"The teaching of the full program to allow full opportunity for diploma candidacy should be the goal in every instance," he said.

More students would pursue the International Baccalaureate if American colleges used scores on its examinations in making admissions decisions, not just for placement after admission, conference-goers said.

U.S. colleges typically admit students in April, before the I.B. exams are administered, Mr. Peel said. In other countries, he noted, the diploma is considered a credential for admission.

One of the top priorities for the organization this year is broadening recognition of the diploma, Mr. Peel said.

"In the United States, for every institution that has heard of the I.B., there are perhaps five that still have not," he said.

'Tinge of UNESCO-ism'

The organization also plans to broaden the international focus of the curriculum, Mr. Peel added. Currently, members from various

countries sit on curriculum boards for all subjects—including mathematics, which is usually considered international by nature—so that different national approaches are represented, he said.

But the program has been criticized as too "Euro-centric," he added, and it will begin to incorporate more content from Africa and Asia.

In addition, the organization will consider developing interdisciplinary courses on "issues of global importance," such as nuclear proliferation and the unequal distribution of resources, Mr. Peel said.

But the international nature of the curriculum is already controversial within the United States.

One critic, Mr. Finn, told the conference that the curriculum carries "just a tinge of 'UNESCO-ism' and 'one-worldism.'"

The curriculum should acknowledge that "democracy is superior to totalitarianism," he said. "It's not just that the systems are different."

The purpose of the program is not to indoctrinate students to a particular point of view, Mr. Peel responded.

Further, he noted, it teaches students about their own national sys-

tems before introducing them to those of other countries.

"Internationalism is built upon a basic familiarity with one's own language, history, culture, and environment," he said.

Like the international organization, the heads of participating schools say they plan to improve the existing program.

California's Sunny Hills High School, for example, is considering developing an exchange program with other I.B. schools, so that students can spend a summer or a year abroad, according to its principal, Gary Mieger.

In addition, he said, the school is using the program as the basis of an "international focus" to be incorporated throughout its curriculum.

But rather than try to improve the program, argued Mr. Thoms of George Mason, schools should ensure that the quality of the rest of their curriculum is as high.

"It's so exceptionally good, it's difficult to get everything else to match that standard," he said. "I'm not sure that I can say that I am as pleased with every program in my school as I am with the International Baccalaureate. That's not O.K."

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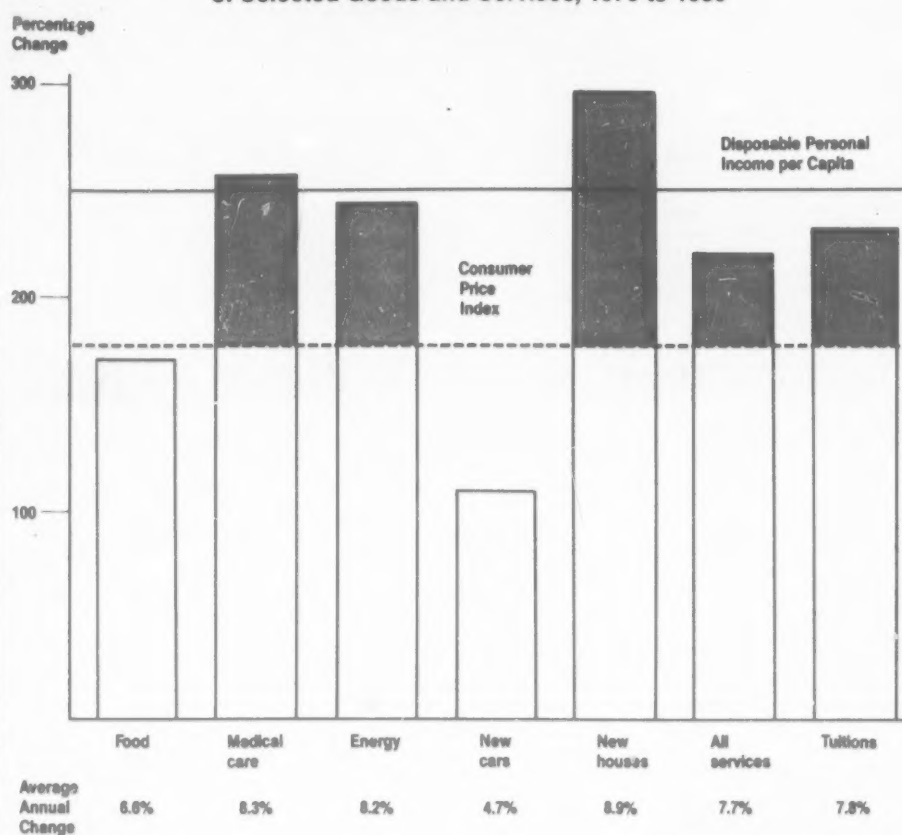
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Percentage Change in Prices
of Selected Goods and Services, 1970 to 1986



Many Consumer Prices Rising Faster Than College Tuition, Group Asserts

By Robert Rothman

WASHINGTON—Although recent sharp rises in college tuition have sparked concern among parents and criticism from Secretary of Education William J. Bennett, the cost of attending college has risen less rapidly than many other consumer expenses since 1970, a new study says.

"It is often argued that tuitions are increasing so rapidly that a college education will soon be unaffordable for the average family," states the report released last week by the American Council on Education.

"But the average price of college," it continues, "has not necessarily increased more than the average price of other goods and services, such as new cars, new houses, food, energy, and medical care."

From 1970 to 1986, the average college tuition increased by 232 percent, a rate exceeding the 182 percent rise in the Consumer Price Index, the study found. Over the same period, however, energy costs rose by 247 percent, the cost of medical care climbed by 259 percent, and the price of a new house jumped 293 percent, the report notes.

Moreover, it concludes, the ability

of students and their families to pay for college, as measured by per-capita disposable personal income, kept pace with increases in tuition over the 16-year period.

But the report concedes that the average tuition increase during the 1980's—10 percent a year—has been twice the rate of inflation and has exceeded average increases in disposable income during this decade.

Explanations Sought

The study found no clear explanation for the disparities, according to Terry Hartle, resident fellow at the American Enterprise Institute, who wrote the report with Arthur Hauptman, a higher-education consultant.

"The bottom line is, we don't know as much as we should about why college prices are going up," Mr. Hartle said.

The study found some evidence to support statements by some college officials that tuitions have risen to help pay higher faculty salaries. Those salaries have risen faster than the rate of inflation in the 1980's, after lagging behind the rate of increase in the price index in the 1970's, the study found.

The report notes, however, that

college faculty members' salaries have risen at a slower rate than salaries for other professional and technical workers.

Another possible explanation for the rising costs, the report says, is that colleges have sharply increased their institutional spending on student financial aid since 1980.

But the study found no evidence to support Secretary Bennett's contention that colleges raise costs because federal student aid "cushions the blow of higher costs to students," Mr. Hartle said.

Debate Over Federal Aid

In fact, argued Robert H. Atwell, president of the A.C.E., the study shows the opposite. When federal aid grew rapidly, in the 1970's, tuition costs rose slowly, he said, and when federal aid stabilized in this decade, costs increased sharply.

"The evidence in hand suggests that the Secretary of Education is dead wrong in arguing the connection between federal student aid and tuition increases," he said.

But Secretary Bennett last week reiterated his argument that college officials should take the lead in controlling costs.

"Instead of kicking the federal government and thereby kicking the American taxpayer," he said in a statement, "why doesn't Mr. Atwell call on his member institutions to keep costs down?"

A copy of the report, "Tuition Increases Since 1970: A Perspective," can be obtained by writing William G. Kroger, director of public affairs, American Council on Education, 1 Dupont Circle, Washington, D.C. 20036.

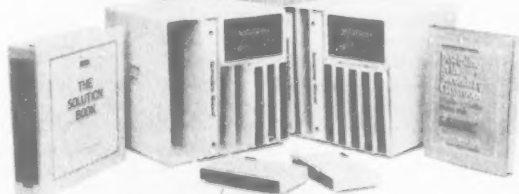
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